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ABSTRACT

To provide assistance to teachers attempting to implement a thematic, discovery-oriented preschool curriculum under funding conditions preventing a desirable teacher-pupil ratio, a practicum was designed to recruit and train retired senior citizens and involve them as volunteer aides in the preschool program of a church school located in the Southeastern United States. Intervention involved (1) four preservice training seminars providing training in child development, relationship building, and discipline; and (2) seven inservice training seminars training volunteers in such areas as verbal and nonverbal communication, creative learning centers, and leaders becoming enablers and facilitators. Practicum evaluation data suggest that volunteers learned facts and skills taught in training sessions and that they also applied the skills and resources they had learned. The project and its outcomes are described in five chapters and supporting documentation is provided in 24 appendices. (Author/RH)

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RECRUIT, TRAIN, AND INVOLVE RETIRED SENIOR CITIZENS AS VOLUNTEER AIDES IN THE PRESCHOOL PROGRAM

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NOVA UNIVERSITY

Recruit, Train, and Involve Retired Senior Citizens as Volunteer Aides in the Preschool Program

by

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Cluster XVII

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A Practicum Report Presented to the Ed.D. Program in Early Childhood
in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

NOVA UNIVERSITY

1986

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Abstract

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Descriptors: Senior Citizens/Volunteers/Recruitment/Volunteer Training/ Preservice Teacher Education/Preschool Development/Preschool Education/ Inservice Education/Preschool Curriculum/Curriculum Design/Program Implementation

This practicum addressed itself to the problem of reducing the teacher-pupil ratio in the preschool classroom. The goal of the writer was to recruit retired senior citizens as volunteer aides in the preschool classrooms, whereupon they would be trained to be active participants in the thematic, discovery oriented curriculum.

The solution chosen to solve this problem was to recruit retired senior citizens as volunteer aides in the preschool classroom. After recruitment, four Preservice Training Seminars were conducted weekly for ninety minutes during which the volunteers received effective training in child development, relationship building, and discipline. After volunteers were assigned to teachers and classrooms, seven Inservice Training Seminars were held monthly for ninety minutes during which the volunteers received effective training in such areas as verbal and nonverbal communication, creative learning centers, and leaders becoming enablers and facilitators. Continous recruitment of volunteers, further training, and implementation are planned for the Winter of 1986 and Spring of 1987.

The results of the practicum were evidenced by administering an Evaluation of Preservice Training, an Evaluation of Inservice Training, and a Classroom Observation Checklist. 95% of the volunteers involved in the Preservice Training Seminars indicated knowledge and comprehension of skills. 90% of the volunteers involved in the Inservice Training Seminars indicated knowledge and comprehension of skills. 92.5% of the volunteers were observed applying the skills and resources learned in the Preservice/Inservice Training Seminars indicated on the Classroom Observation Checklist. These results exceed the 80% projected.

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CHAPTER 1

INTRODUCTION

Work Setting

The school in this practicum is located on the campus of a church in a city in Southeastern, United States. The church was established in 1954 and has a membership of approximately 1800. The recently integrated neighborhood is made up of whites, blacks, Iranians, Viet-Namese, Koreans and Cubans of middle tc low income. Even though some of the school children come from this setting, the majority come from other areas which are more affluent. The school is operated on a totally non-discriminatory basis. All children who apply are accepted.

The school started as a preschool in the fall of 1970. In the fall of 1981, the elementary school was established. The elementary school has been built on a pyramid scale, adding one grade each year. The fifth grade was added in the fall of 1986. The school presently serves approximately 535 children, preschool through fifth grade. The majority of the students enroll in preschool and continue into the elementary grades.

The purpose of the school is to minister to the intellectual, emotional, physical, social and spiritual development of each child. The philosophy of the school is to provide the best Christian education for any child whose parents desire him/her to attend, in so far as it is able to meet his/her individual needs.

The parents of the school children come from varied backgrounds, educational levels, and vocations. The largest number of professionals

represented among the parents is public school teachers. An interesting and unusual fact exists in that many of these teachers have become teachers in the school after observing the school meeting its purpose in the lives of their own children.

The parents desire to have their children involved in discovery learning within a framework of Bible integrated curriculum. They want a curriculum that has congruence, relevance, scope, continuity, and currency.

Parents are concerned that preventive discipline techniques be used and want to be involved in the prevention of as well as remediation of discipline problems.

Parents believe that extended Day Care, offered to their children before and after the school sessions, is of great assistance to them. Even though some parents do not enroll their children for regular Day Care, they often take the opportunity to exercise the privilege of Day Care on special occasions.

Community

The city is located on a peninsula in the Southeast. According to the Chamber of Commerce's July 1984 report, the population is approximately 250,000 and increases to nearly 350,000 during tourist season. Even though this city is considered a "retirement city", there are many young people, young couples with children, working middle age citizens, as well as retirees. The demographic profile of the city indicates that over one fourth of newcomers to the area are households with one or more children. (St. Petersburg Chamber of Commerce, 1984)

The most important source of the city's household income is wages and salaries. (Huntley, 1984) Because of the excellent climate of the region, the tourist trade gives the city much business every year. It has a large fishing industry. It is a market for truck-garden products and citrus fruits. Among the numerous clean industries in the city, the leading manufacturers are electronics oriented. The city government is planning for additional growth in this area. This city is located in the fastest growing major metro area in the nation. (St. Petersburg Chamber of Commerce, 1984)

In addition to the employment opportunities, people are attracted to the area because of the relative safety of its neighborhoods, educational and cultural choices, and the good variety of recreational provisions such as golf courses, tennis courts, clean beaches, parks, and varied attractions. (Kilpatrick, 1984)

Writer

The writer of this practicum taught public junior and senior high school for ten years. Seeing the great need for basic skills among the students, the writer returned to the university for Early Childhood/Elementary Degree, then proceeded to obtain a Master's Degree in Administration and Supervision. Upon completion of the degrees, the writer was approached in 1972 by the church to assume leadership of its expanding school program. The writer has continued in the role of principal until the present time.

The writer is also an early childhood specialist for Gospel Light Publications. The writer conducts seminars and workshops for churches and Christian private schools throughout the country. The

primary purpose of the seminars and workshops is to encourage teachers to plan and implement thematic Bible lessons.

As the result of the writer's background, training, and experience, as well as observing the tremendous needs of children in our society, the writer believes it is her responsibility to recruit, train, and implement a program involving retired senior citizens as volunteer aides in the preschool program; so that, the teacher-pupil ratio can be reduced and the thematic, discovery oriented curriculum can be effectively implemented.

CHAPTER 2

The Problem Statement

During staff meetings, Inservice Days, informal conversations, and social activities, teachers had often expressed their frustrations and concerns in striving to meet the needs in all areas of their learners' lives: intellectually, physically, socially, emotionally, and spiritually. This concern arose as they strived to implement a thematic, discovery oriented curriculum, within the guidelines of the teacher-learner ratio suggested by the county license board. Circumstances prevented adequate funding for reducing teacher-pupil ratio to the level desired by the teachers.

Evidence of the Problem

Evidence of the need for additional workers in preschool was determined by a questionnaire the writer distributed to all the preschool teachers at the school. A copy of which is included in Appendix A.

From the teachers' answers on the questionnaires that were returned, the writer concluded the following information about the teachers:

1. The teachers believed the program would be useful to them as indicated by 21 positive responses compared to 1 negative response and 1 maybe response.
2. The teachers were willing to aid in recruiting retired senior citizens for volunteers as indicated by 21 positive responses compared to 1 negative response and 1 maybe response.

3. The teachers welcomed retired senior citizens in their room as indicated by 23 positive responses.
4. The teachers assisted in training retired senior citizens as volunteers in their classroom as indicated by 22 positive responses and 1 negative response.
5. The teachers made a commitment to implement the program using retired senior citizens as volunteer aides in their classroom as indicated by 22 positive responses and 1 negative response.

Causes of the Problem

As the writer perceived it, the causes of the teacher-pupil ratio being unsatisfactory for proper implementation of the thematic, discovery oriented curriculum were as follows:

Due to the fact that the school is a private institution there was a lack of adequate funding in the school budget for reducing the teacher-pupil ratio by employing additional personnel.

It had been the philosophy of the administration of this school, to reward teachers monetarily, and utilize various ways of building up their self esteem, while abiding by the requirements of the license board, rather than provide additional aides, and thus reduce their monetary support.

Due to the establishment of the school on the pyramid scale, continuous recruitment and training of new teachers, preparation and maintenance of available facilities, etc., there had not been sufficient time to recruit volunteers to become involved in the preschool program. In addition to the lack of time for recruitment,

there had also been a lack of time for the training program for the volunteers which is required. Furthermore, realizing that the implementation of such a program required such undivided attention, the program had never been initiated.

Related Literature

The literature that related to the practicum topic involving retired senior citizens as volunteers was voluminous. The following has been included due to the tremendous contribution to the writer's depth of study of this issue. The material has been divided into two categories: intergenerational programs and how to train volunteers.

Intergenerational Programs

Without question, intergenerational programs in schools are a plus for everyone, according to Dr. Eric C. Smith (1985). He emphasized that the school benefits from the knowledge, expertise, and experiences of the senior citizens. The senior citizens, in turn, benefit by the sharing of a lifetime of experiences with the school children, while remaining an active and valuable part of the community.

He found that the scope and quality of intergenerational efforts are unlimited. He stresssed that children and senior citizens can effectively learn from each other when someone is willing to pay the price of working out the necessary procedures. Discovery was made that a great deal of time and energy must be committed to see that intergenerational efforts become a part of the educational program.

The fact that children need to have association with past accomplishments of other generations was the focus of Carol H. Tice

(1982). She wrote that children's communication with senior citizens within their immediate community is an excellent means of enriching this idea. She further believed that the senior citizens, through their experience and wisdom, can assist children in simply caring for others, which was basically the reason for establishing her program.

Mrs. Tice is the director of an intergenerational program called the Teaching-Learning Communities Program in Ann Arbor, Michigan elementary public schools. She has linked generations in arts and crafts. For example, senior citizens have taught children in such things as woodworking and quilting.

Seefeldt, Bredekamp, Jantz and Serock (1982) related that their studies indicated that senior citizens do not have a negative attitude toward children. On the other hand, the senior citizens expected to have control when working with the children in a program.

They have seen the need for senior citizens to be encouraged to act upon their positive attitudes toward children. They have found that generations working together bring about fulfillment to the senior citizen. Their studies have shown that systematic and deliberate plans to bring the generations together are necessary. They have recommended surveying neighborhoods to identify senior citizens who might be interested in working with children. They have endorsed talking about such programs in churches, shopping centers, and other social gatherings. Advertising on radio and in local newspapers have been other effective methods that they have suggested for attracting senior citizens.

Seefeldt (1979) has given ideas for orienting and training elderly adults to work as volunteers with children in school and

nonschool settings in her manual. Ideas for planning the goals of an intergenerational program, recruiting volunteers, and preparing children, teachers, and child care staff for interaction with volunteers were provided. Suggested content for the training program included the rights of children, child development, behavior management, the dangers of stereotyping, and the All Handicapped Children's Act (PL 94-142).

Smith, Kliminski, and Reichert (1983) have stated the process of building an effective working relationship between a school and its older adult community take commitment, leadership and time. Each of these three needed to be planned for effectively. A careful analysis of "Why do it?" had to be initiated. An important contribution of leadership/accountability was continuity. The element of time was closely related to the ideas of continuity of effort and the building of quality.

The four activities in Lifecraft that Critchell & Locker (1980) suggested are easy ways for anyone of any age to develop a new interest or begin to refine an old interest with the added stimulation from others who are at a different stage in their development. This combination of teaching/learning is not only a happy personal experience but also a key to positive relationships that nurture both young and old.

The major objective of project WARMTH (With A Role Model To Help) in Elk Grove, California according to Hartman (1985) was to establish and develop one-to-one relationships between senior citizens and children. Activities focused on the identified needs of the individual

child, as determined by his/her teacher, parents and, in some cases, counselor. These activities ranged from academic tutoring to the development of increased self esteem through scheduled outings and meetings.

THE D.O.V.E.S. (Dedicated Older Volunteers in Educational Services) program recruited and placed senior citizen volunteers, fifty-five years of age and older, in the schools within Los Angeles Unified School District. On-the-job orientation and training were provided throughout the school year in conjunction with adult education. Senior citizens served as tutors, assistants to teachers, and playground supervisors. 800 volunteers were in the program, according to Graham (1985).

In San Jose, California, Christina (1985) wrote concerning the Catholic Social Services of Santa Clara County's Family Companion Program. These programs brought together families without an available grandparent with older adults who had no family or whose children and grandchildren lived far away. The "adoptive" families and their "grandparents" have done what other families do. They visited, went on outings, and celebrated holidays and special occasions together. They cared about each other and had a chance to appreciate the differences and similarities that existed between generations. Careful screening and matching were done by program staff.

Hauptman (1985) in Oakland, California was involved in Project Joy, Bananas, Inc. This program brought together elementary school students (K-6) and older adults residing in nursing homes or participating in senior citizens' centers. Program components included weekly intergenerational creative art activites at the older adult

facilities, an in-depth aging curriculum, classroom interviews with older adults, a pen-pal program, teacher inservice training, parent aging awareness meetings, and project newsletters.

The SEER Project (Senior Enriching Educational Roles) in San Francisco, California was a component of the San Francisco School Volunteers, according to Siegel (1985), and was especially designed to recruit, place, and train people aged sixty and over to work with students in San Francisco's public schools on a volunteer basis. In 1985, approximately 150 SEER volunteers had provided tutoring services in basic skills areas, as well as special subject areas (science, computer science, arts and crafts, music, chess), monitored libraries, and served as resource speakers. Their work provided additional resources to teachers in the classroom and gave students unique opportunities to get to know and share learning experiences with older people.

The "Courtesy Card" and "Adopt-A-Grandparent" Programs in Tustin, California according to Wingo (1985) encouraged students to seek ways to be of service to their fellow students, teachers, and community members. A "Courtesy Card" was issued to a student when he/she performed an act of service. After 15 cards were awarded to a student, he/she was presented with a large framed certificate during a special assembly, which provided recognition and reinforcement of positive student behavior.

Since 1974, students participating in the "Courtesy Card" program have done voluntary work for Tustin Manor, a home for the elderly. The activities were coordinated through the Economics and French

departments at Currie.

Through the "Adopt-A-Grandparent" Program about 35 students and three teacher advisors adopted 20 surrogate grandparents. The students visited Tustin Manor once a month and remembered their "grandparents" through birthday cards, cakes, and holiday greetings. In return, the grandparents visited the school.

Tustin Unified School District received a Golden Bell Award from the California School Boards Association in 1983 for these and other community service programs.

The grandparent program in Chula Vista, California had various components, stated Sammons (1985):

1. Grandparents Club. A one-to-one program involved senior citizens and children in a bilingual classroom. Field trips, special events, and special classroom activities were held to encourage the senior citizens to be involved in the classroom.
2. Grandparent Trip Chaperones. Senior citizens participated in regularly scheduled field trips. The seniors attended field trips with small groups of students to help the students gain more enjoyment from the trips.
3. Senior Citizen Classroom Volunteers. Senior citizens were recruited and trained by the volunteer coordinator to assist in classrooms on a regular basis. Senior citizens also assisted in the library and worked with the speech program.
4. Big Yellow Reading Chair. Senior citizens volunteered to sit in the "Big Yellow Reading Chair" during recess and read stories to groups of children.

Funding for the Grandparent Program was through the School Improvement Program (SIP). In 1986, the local Kiwanis Club provided a shuttle bus to pick up the senior volunteers. Seniors were also involved on the school site, on school advisory councils, and in the PTA.

The Placentia Unified School District in Placentia, California administered "Love a Little and S.E.E. (Seniors Enriching Education, Pre-3)", according to Castelan-Storm (1985). This program utilized senior citizens as resource persons, tutors, and lunch companions. A curriculum strand provided information about the process of aging to both students and staff. Senior citizens were transported from home to school and were provided inservice training on tutoring techniques and how to enhance students' self-concepts. Students joined senior citizens for lunch at nearby TLK (transportation, lunch, and counseling) center, where children and the elderly exchanged names to participate in pen-pal activities.

Haine (1985) worked with Seniors in Action in Pacifica Child Care Services in Pacifica, California. He had four senior citizens who were employed as staff to work in three child care centers serving 120 children. The seniors, employed through the Title V Older Workers' Program, provided instructional, recreational, and nutritional services to the children.

The Retired Senior Volunteer Program in Charleston, West Virginia provided opportunities for individuals 60 and over to help others, such as, visiting home bound elderly, telephoning, working with the schools, working in hospitals or nursing homes, helping with juvenile court,

serving with senior centers, teaching hobbies or crafts or doing whatever one does best, stated Brady (1985).

RSVP accomplished the following:

* Gave people 60+ a chance to help others of all ages.
* Provided personal interviews either in the office or at home to identify skills and interests.
* Permitted one to name the amount of time he/she wished to give.
* Changed volunteer assignment if the work was not rewarding to the individual.
* Provided mileage when one used his/her car, personal injury insurance, personal liability and excess auto liability insurance.

SMILES, Senior Motivators in Learning and Education Services was a special program of Salt Lake City School Volunteers Inc., a non-profit organization working with the Salt Lake City School District. The SMILES Project, privately funded by community contributions, was an addition to the established, successful school volunteer program. It brought into the schools a rich and relatively untapped resource which was the concerned older volunteer with a lifetime of learning and experience, talents, and warmth.

The purpose of the program as Ellison (1985) related was to recruit, train, and place older volunteers in schools throughout the district. No special skills were required. The time commitment was flexible, an hour or so a week, or more, on a regular basis.

SMILES were being recruited to assist with such areas as follows: reading stories, music, learning centers, cooking, special events, crafts, and experience centers.

SMILES was designed to meet the needs of two important groups

in the community, the senior citizens, who need to be valued for the asset they are, who seek rewarding and meaningful involvement in their lives, and the young people who need individual attention and opportunity to interact with an older generation.

Siegel (1980) the director of the Elvirita Lewis Foundation, in cooperation with the office of Child Development California Department of Education, wrote in its Bridging Generations: a Handbook for Intergenerational Child Care regarding the tremendous value of having senior citizens in the classrooms. She offered a specific plan for involving senior citizens with young children. The senior citizens working in this project, however, were paid for their services.

The U.S. Department of Health and Human Services pamphlet on "Recruitment and Selection of Staff: A Guide for Managers of Preschool and Child Care Programs" (1985) stated that programs should advertise the need for personnel through as many different avenues as possible, such as, putting announcements on bulletin boards at centers for senior citizens, distributing notices to parents, posting announcements in community agencies, etc.

Newman (1985) wrote in Generations Together Exchange, a program of the University of Pittsburgh Center for Social and Urban Research, that the need for intergenerational programming was gaining more and more national interest. Attesting to this situation was the fact that an important piece of intergenerational legislation had recently been introduced into the Congress of the United States. She said as a result of the intergenerational programs there was an improvement in

academic performances and social behavior of children as well as an improvement in self esteem, mental and physical health of the elderly.

In addition to these listed references, the writer had studied extensively various manuals. There was an anticipation of behalf of the writer regarding materials she had ordered from the Washington State Center for Voluntary Action that had not as yet arrived.

The following was a list of books available for loan from:

Washington State Center for
Voluntary Action
First Floor
Ninth and Columbia Building, GH-51
Olympia, WA 98504

1. The Best of VAL, edited by Brenda Hanlon.
2. Effective Leadership in Voluntary Organizations, Brian O'Connell.
3. On Your Way: A Workbook for Volunteers and Interns, Sandra Kahn and Debora Sherman.
4. Coordinating Your School Volunteer Program, Susanne Taranto.
5. Families Volunteer: A Workbook for Involving Families, Kerry Kenn Allen and Sarah Harrison.
6. Managing Volunteer Organizations, Editor, Mel S. Moyer, Proceedings of a conference held at York University, Toronto, Canada, October 19-21, 1983.
7. Volunteer Readership, 1985-85 "The Toolbox."

Train Volunteers

According to Vacca (1983, pp. 293-296) the following check list was used to help the writer of the practicum prepare for presenting Preservice/Inservice Training:

Content delivery:

Use active involvement techniques

Avoid straight lecture method

Maintain balance between group participation and presentation of information

Personal influence:

Be enthusiastic and interested

Be dynamic and stimulate excitement

Relate to group in open, honest, friendly way

Answer questions patiently

Possess a sense of humor

Professional competence:

Be knowledgeable about the topic

Have clear objectives in mind

Be well organized

Keep on schedule

Use audio-visual materials with skill

Allow time for questions

Arrangements:

Assess needs of group in advance of presentation

Use seating arrangements appropriate for group size and activity

Attend to comfort of group through room temperature

The Child Care Information Exchange article by Neugebauer (1984, pp. 7-12) regarding "Making Presentations: Avoiding the Five Deadly Sins" was used as a guide by the practicum writer by avoiding the following main topics and observing the subtopics, as he stated in the above named article:

1. Shooting from the Hip

    a. Establish goal
    b. Outline presentation

c. Prepare notes
d. Prepare handouts
e. Practice

2. Fear and Trembling at the Podium

a. Know your topic
b. Know your audience
c. Know your space
d. Be yourself
e. Assume the audience is friendly

3. The "Aw Shucks" Opening

a. Get them excited
b. Break the ice
c. Preview your presentation

4. Long and Winding Road

a. Watch your own attitude
b. Provide changes of pace
c. Attend to the physical environment
d. Invite participation
e. Insert group exercises
f. Respond to audience cues

5. The Fizzle Finish

a. Keep close check on time
b. Make closing thought provoking and emotionally moving

Blankenbaker (1982) in the Leadership Resource Training Manual made the following suggestions, which the writer of this practicum implemented:

1. Arrange physical environment of room to encourage participation
2. Avoid using "put downs" when opinions or ideas are different from yours
3. Show a sensitivity to participants' problems and feelings
4. Provide creative ways for participants to learn
5. Plan ways to involve participants

Canfield and Wells (1976), in 100 Ways to Enhance Self-Concept in the Classroom: a handbook for teachers and parents, suggested an

exercise the practicum writer used to build a sense of group rapport through the establishment of an environment for self-disclosure. One way this was accomplished was through neighbor nudging, in which one senior citizen introduced another person to the total group and stated one special thing that impressed him/her as the most important about that person.

Gordon (1980) in Leader Effectiveness Training gave information regarding brainstorming. The method helped the writer to bring out the creativity of the group.

Tyler (1975) supported having a variety of experiences for participants. He advocated assessing the ability of the participants, the appropriateness of their activity, involvement, practice, and feedback. The practicum writer implemented these suggestions.

In addition to these listed references, the writer studied extensively various leadership manuals on the presentation of effective seminars.

CHAPTER 3

The Goal

The goal of the writer's practicum was to recruit and train retired senior citizens and involve them as volunteer aides in the preschool program.

Terminal performance objectives and evaluation instruments follow on the next page.

Performance Objectives and Assessments

The following goals were projected for this practicum:

Expected Behavior	Assessment Instrument	Standard of Performance
1. The volunteers in the Preservice Training Seminars will indicate knowledge and comprehension of skills needed in working with preschool children.	The volunteers in the Preservice Training Seminars will be given an Evaluation of Preservice Training, evaluating knowledge and comprehension of skills needed in working with preschool children.	80% of the volunteers involved in the Preservice Training Seminars will indicate knowledge and comprehension of skills needed in working with preschool children by answering correctly 3 of 4 questions.
2. The volunteers in the Inservice Training Seminars will indicate increased knowledge and comprehension of skills needed in working with preschool children.	The volunteers in the Inservice Training Seminars will be given an Evaluation of Inservice Training, evaluating knowledge and comprehension of skills needed in working with preschool children.	80% of the volunteers involved in the Inservice Training Seminars will indicate increased knowledge and comprehension of skills needed in working with preschool children by answering correctly 7 of 8 questions.
3. The volunteers, after completing the Preservice/ Inservice Training Seminars, will be observed applying the skills and resources learned in the Preservice/ Inservice Training Seminars.	The volunteers, after completing the Preservice/ Inservice Training Seminars, will be observed in the classroom by the classroom teacher and administrator.	80% of the volunteers, after completing the Preservice/Inservice Training Seminars, will be observed applying the skills and resources learned in the Preservice/ Inservice Training Seminars by the classroom teacher and administrator checking 10 or more Yes answers on the Classroom Observation Checklist.

Discussion of the Evaluation Instrument

An evaluation instrument was designed to assess the level of skills each volunteer possessed for working with children in preschool, after four sessions of Preservice Training Seminars. This instrument was constructed so that each volunteer would be able to indicate the level of knowledge and comprehension.

Upon completion of seven Inservice Training Seminars, an evaluation instrument was to be administered to each volunteer to determine the level of knowledge and comprehension of skills needed for working with preschool children.

At the conclusion of the Preservice/Inservice Training Seminars, an evaluation instrument was to be administered to each volunteer in order to determine the level of application of skills and resources learned in the Preservice/Inservice Training Seminars.

In the Practicum Proposal, the writer predicted:

1. 80% of the volunteers involved in the Preservice Training Seminars would indicate increased knowledge and comprehension of skills needed for working with preschool children by answering correctly 3 of 4 questions.

2. 80% of the volunteers involved in the Inservice Training Seminars would indicate knowledge and comprehension of skills needed for working with preschool children by answering correctly 7 of 8 questions.

3. 80% of the volunteers involved after completing the Preservice and Inservice Training Seminars would be observed applying the skills and resources learned in the Preservice/

Inservice Training Seminars by the classroom teacher and administrator checking 10 or more Yes answers on the Classroom Observation Checklist.

CHAPTER 4

SOLUTION STRATEGY

Possible Alternative Solution

The preferred solution to the problem presented in this practicum was to recruit, train, and implement a program involving retired senior citizens as volunteer aides in the preschool program. This method has been widely used in recent years. In this procedure according to Dr. Eric C. Smith (1985) the learners benefited from the knowledge, expertise and experiences of the senior citizens. The senior citizens, in turn, benefited by the sharing of a lifetime of experiences with the learner while remaining active and a valuable part of the community.

On the other hand, a solution to the problem could have been paying additional aides in addition to the regular paid staff. (Siegel, 1980) Circumstances prevented this solution due to inadequate funding.

The staff, parents and children involved in raising funds, in addition to the present budget, would have been helpful but not practical due to the shortage of time and safety. (L. Geisz, personal communication, November 5, 1985).

Finally, the school could have refused to admit even the number the License Board permits to be enrolled in each classroom. This solution was not feasible because of the denial of the opportunity for a number of preschool children to participate in meaningful activities.

Solution Selected

In order for the preschool program to implement a thematic, discovery oriented curriculum with a low teacher-pupil ratio in order to function most effectively, the solution the writer chose was to

initiate a program involving recruiting, training, and implementing retired senior citizens as volunteer aides.

From the writer's research, training, and experience, she had arrived at some of the benefits of intergenerational sharing as follows:

Preschool children . . .

* increased self esteem
* development of practical skills
* positive attitudes toward aging

Senior citizens . . .

* strengthened self esteem, and physical and mental health
* utilization of lifetime skills and wisdom
* opportunities for lifelong learning

School . . .

* strengthening of families and schools
* maximum use of financial resources
* development of informal networks of caring

For all involved . ..

* a reinforcement of relationships
* a joint undertaking

The U.S. Bureau of the Census estimated that between 1983 and the year 2000, the number of people over 65 years old will grow to more than 33 ½ million people (33,600,000) and constitute about 13.2% of the total population. More striking, however, was the consideration that the number of people over 80 will almost double, rising from 2.4 million to 4.4 million. At the other end of the spectrum, those under 24 years of age will continue to represent approximately 30% of the total population. (Tice, 1985)

A recent study by the Thornton and Freedman Institute for Social Research at the University of Michigan noted that there had been a shift downward in the fertility patterns, suggesting that the birthrate over the next 20 years will be closer to that of the early part of this century than that of the 1950s and 1960s. They made the following observations:

> The long term shift from high to low fertility had important implications for society and for family relations . . . low fertility meant both a smaller and an older population . . . at the family level were fewer kin and kinship networks composed of older relatives. Parents had both fewer children to support and nourish during their childbearing years and fewer children to rely on to support them in old age. Declines in fertility also generally reduced the available number of grandchildren, nieces, nephews, aunts and uncles, and cousins . . . Also, for the next few decades, the elderly will actually have more children to help them than they do now, for these will be the parents of the baby boom families. But when the parents of today's small families reach retirement age they will have fewer available younger kin than any elderly before them. (Thornton & Freedman, 1984)

The first step in implementing the selected solution was to get the permission and cooperation of the Church School Board. After discussing with the board the problem and the proposed solution, the board gave wholehearted approval to implement by recruiting retired senior citizens for volunteers for the practicum.

In preparing the Preservice and Inservice Training Seminar sessions, the writer applied principles of psychological learning in order to present the sessions successfully.

In preparing each session, the writer used the materials Vacca (1983), Neugebauer (1984), Blankenbaker (1982), Canfield and Wells (1976), Gordon (1980), and Tyler (1975) presented for successful presentations.

The writer organized the Preservice Training into four sessions and the Inservice Training into seven. Each was arranged in logical segments which dealt with the intellectual, physical, social, emotional, and spiritual development of the child.

While developing the solution strategy, the writer used approaches similar to those used in the above named sources, plus interviews with the following people: 1. A professor of Early Childhood Education at a junior college. (C. Johnson, personal communication, November 4, 1985). 2. The Director of a County License Board. (R. Jefferson, personal communication, November 19, 1985).

A few of the strategies that the writer employed are as follows:

1. A presentation was made to the group utilizing the 16 mm film "What We Have." This film is available for rental from Michigan Media, University of Michigan, 400 Fourth St., Ann Arbor, Michigan 48109.
2. An older friend was invited to come to school one day to assist in a learning center. One of the parents who is a reporter and photographer was asked to be present; so that a story and picture could be placed in the newspaper.
3. "What These Kids Need Is" filmstrip was shown. It could be

purchased from Gospel Light Publishing Compnay, International Center for Learning Division, 2300 Knoll Drive, Ventura, California 93003.

4. Volunteers examined intergenerational books.
5. Transportation was arranged for senior citizen volunteers who needed it.

Report of Action Taken

The goal of the writer was to recruit and train retired senior citizens and involve them as volunteer aides in the preschool program. After the distribution and collection of the Questionnaire (Appendix A) from the preschool teachers, the writer met with the preschool and church staffs regarding the implementation of the volunteer program. The church/school buildings, as well as the homes, were saturated with publicity concerning the program.

Distribution and collection of an Interest Assessment (Appendix B) to 300 senior citizens of the church/Sunday school were made for three consecutive weeks. The total results were tabulated and recorded. Afterwards, the writer scheduled a meeting with the preschool staff to acquaint it with the results.

A "Coffee" (Appendix C) for the volunteers was held, Registration (Appendix D) and Emergency Forms (Appendix E) were completed, a guided tour of the preschool was conducted, and a Pretest (Appendix F) was given.

Four Preservice Training Seminar sessions were held, during which volunteers were encouraged to think of questions they needed to ask

and contributions they would be able to make as the topics were presented.

Session I enabled the participants to focus on young children and their activities. Discussion of "Who is the Child?" was held. Sheets describing the age level characteristics and implications (Appendix G) for teaching were distributed.

Several factors that influence the learning experiences of children in transition were considered. To reinforce the concept, "Children in Transition" worksheets (Appendix H) were prepared and some of the points in each of the six areas were briefly discussed. An Intergenerational Reading List (Appendix I) and a synopsis of several of the books were given, which directly related to the session's topic.

Session II began with a brainstorming session on the characteristics and responsibilities of leaders of young children. Seeing these qualitites listed on the transparency helped the volunteers have ownership of them.

Volunteers were assigned to one of the Bible characters on the "Called to a Special Ministry" worksheet. (Appendix J) Upon completing the worksheet, the volunteers were aided in internalizing the message of being called to a special ministry.

Session III was planned for the volunteers to work in trios and discuss topics such as ideas about effective teaching and effective applications of the teaching. As the trios shared their ideas with the total group, good discussions evolved.

The opportunity for brainstorming effective relationship building

was given during the discussion of why it is important to build good rapport with children, the qualities of teachers which attract children and improve interaction with them, as well as what teachers can do to encourage children to develop mutual respect with each other.

Session IV was designed to assist volunteers in applying the school's discipline policy. An acrostic of the word discipline was distributed. (Appendix K) By thinking and sharing the words that began with each of the letters of the word, the volunteers were enabled to become more active in their thinking of discipline.

The filmstrip "What These Kids Need Is" was viewed. It gave the volunteers information concerning what specialists are saying today regarding the prevention of and remediation for poor discipline. Immediately following the filmstrip, "The Plan" for preventive and remedial discipline was distributed. (Appendix L)

A discussion of the five steps of Preventive Discipline was led in detail. Emphasis was placed on the prevention of discipline problems in order for the volunteers to apply prevention rather than remediation. The five steps of Remedial Discipline were thoroughly explained. It was stressed that having a step-by-step plan for remedial discipline is essential.

The Classroom Observation Checklist (Appendix T) was discussed, since Preventive Discipline represents the total philosophy of the school and the Remedial Discipline is the planned method of correction.

An Evaluation of Preservice Training (Appendix M) was constructed and administered in order to evaluate the knowledge and comprehension

of skills needed in working with preschool children.

Preservice Training, a job description (Appendix N), and assignment of teacher and room to the volunteers were of utmost importance. However, it was essential that Inservice Training be given regularly, as the volunteers experienced classroom procedures. The training was educationally sound, practical, related to classroom activities, and interestingly illustrated.

Session I of the Inservice Training Seminar concentrated on the learning process and the role of the leader as a guide. Sensory activities were provided which allowed the volunteers to see first hand the importance of leaders being enablers and facilitators not merely informers.

During Session II the filmstrip "Talking With the Young Child" was introduced. It presented new concepts regarding the value of total session teaching (making every minute count). The filmstrip further demonstrated ways teachers/leaders can build young children's attitudes through modeling, praising, and accepting.

To assist the volunteers in making this information applicable, a worksheet was designed. (Appendix O) After completing the worksheet, a discussion was held. Books were referred to as a source of additional information.

The second section of the filmstrip dealt with building children's comprehension through labeling, describing, explaining, stimulating, and enabling. It presented not only what a leader/teacher needs to do to help the children understand but how he/she needs to do it.

For Session III a copy of "Nonverbal Clues" (Appendix P) was

distributed and discussed. To further allow volunteers to expand their knowledge of nonverbal language used in day to day communication with young children, a tape and a follow-up worksheet (Appendix Q) were used.

One of the preschool teachers who is recognized for her excellent utilization of nonverbal communication shared ways she had progressed in the use of nonverbal skills.

Session IV was designed to establish an atmosphere of congeniality as it involved meaningful activities at five different learning centers, namely: Home Living, Block Building, Art Table Activity, Puzzle Table Activity, and God's Wonders. Each volunteer was given the opportunity to choose one activity and follow directions of the leader assigned to that learning center. These centers were designed to involve the five senses used in learning and presented a variety of materials which can be used in teaching young children.

As one volunteer related to another how the activity in which he participated could be used to help the child know, feel, and respond to the world that was made for us, it was evident that learning does come by doing.

To strengthen the philosopy of involvement learning whereby the mind, heart, and response are employed, the volunteers viewed a filmstrip entitled "Learning Activities for Early Childhood." The filmstrip illustrated the importance of learning centers in educating young children. It presented the philosophy of learning centers and the

psychology of using the learning centers.

Session V began with varied materials which the volunteers could experience in making a Bulletin Board Learning Center that would enhance teaching, reinforce concepts, and encourage learning.

The volunteers were shown different themes and materials which could be used when constructing a bulletin board. (Appendix R) A few commented that they had enjoyed helping the teachers so much that they had taken supplies home to prepare a bulletin board.

Session VI was set up for the volunteers whereby seven different musical activities could be experienced. After describing the materials and explaining the procedures to be used, the volunteers decided which activity was of greatest interest to them, moved to it, and followed directions.

The seven musical experiences included using pictures with music, musical puppets, flannelboard songs, listening with the use of a tape recorder, rhythm and movement, making rhythm instruments, and learning to play the autoharp. (Appendix V)

During Session VII of the Inservice Training, a guided discussion was conducted regarding the concept that working with children is never something one person does all alone, but rather it is working in cooperation with others to build a total child.

The volunteers then recalled benefits from the staff with whom they had worked daily, other volunteers with whom they had shared experiences, and the leaders of the volunteer program. They agreed that a key ingredient to successfully working with people was a concentrated effort to work cohesively with all team members.

A transparency was used as volunteers called out ways leaders can help support each other more effectively in the following areas: encouragement, ideas, problem solving, and united effort. A visual aid was displayed in order for the volunteers to have a visual memory of five words that described levels of cooperation, namely: Competitive, Distant, Interested, Encouraging, and United. Each volunteer was to write on an index card the word that best described the preschool climate and suggest reasons for it.

An Evaluation of Inservice Training (Appendix S) was constructed and administered in order to evaluate the knowledge and comprehension of skills needed in working with preschool children. Questions of concern were answered. The Post Test was administered collectively with the group and a time for feedback was provided. This procedure was used due to the superfluity of testing materials for volunteers.

After completing the Preservice/Inservice Training Seminars, the volunteers applied the skills and resources learned in the seminars. This was noted by the classroom teachers and administrator, as they used the Classroom Observation Checklist. (Appendix T) The Self Evaluation of Classroom Performance (Appendix U) was distributed for the volunteers' personal use.

During the Fall Festival for Children, the Volunteer/Teacher Fellowship was most successful in making the evening memorable in the lives of many. The festive spirit of the decorations, the refreshments, activites, etc. brought conviviality of all the participants.

In conclusion, the benefits of the volunteer program were so evident that the continuation of the program was definitely assured.

In fact, the writer wishes to note that the program even appealed to volunteers who were not senior citizens and they were gladly accepted.

The Additional Evaluation of the Program record (Appendix N) was an indication that the desire of the writer to recruit and maintain at least five volunteers for each of the preschool classrooms was exceeded.

The enthusiasm of the volunteers was so contagious that the St. Petersburg Times sent a local reporter to capture the spirit of two handicapped volunteers who worked with the children. (Apendix X)

CHAPTER 5

Results

The goal of the writer was to recuit and train retired senior citizens and involve them as volunteer aides in the preschool program.

300 retired senior citizens responded on the Interest Assessment. (Appendix B)

The results of the Preservice Training Seminars exceeded the expectations of the writer who had anticipated 80% of the volunteers would show increased knowledge and comprehension of skills needed in working with preschool children.

95% of the volunteers were able to answer correctly 3 of the 4 questions on the Evaluation of Preservice Training. (Appendix M)

The results of the Inservice Training Seminars also exceeded the expectations of the writer who had anticipated 80% of the volunteers would show increased knowledge and comprehension of skills needed in working with preschool children.

90% of the volunteers were able to answer correctly 7 of the 8 questions on the Evaluation of Inservice Training. (Appendix S)

The results of the observation of volunteers applying the skills and resources learned in the Preservice/Inservice Training Seminars exceeded the expectations of the writer who had anticipated 80% of the volunteers would apply the skills and resources learned in the Preservice/Inservice Training Seminars.

The volunteers were observed by the classroom teacher and administrator as they applied the skills and resources learned in the Preservice/Inservice Training Seminars.

95% of the volunteers were able to demonstrate and have the classroom teacher and administrator check 10 or more Yes answers on the Classroom Observation Checklist (Appendix T) regarding the six steps in the art of using Preventive Discipline.

90% of the volunteers were able to demonstrate and have the classroom teacher and administrator check 10 or more Yes answers on the Classroom Observation Checklist (Appendix T) regarding the five steps in the art of Remedial Discipline.

When combining the 95% of the volunteers' scores in Preventive Discipline with the 90% of the volunteers' scores in Remedial Discipline, the volunteers scored 92.5% on the total Classroom Observation Checklist.

The volunteers attending the Preservice/Inservice Training Seminars were prompt and consistent in their attendance. In addition, it was evident that the volunteers had prepared their body, as shown by the care in their dress, as well as their minds and hearts, in order to work more effectively.

The indepth information received in the seminars was internalized by the volunteers, as was evidenced by the volunteers' relationship to each other, as well as to the staff and children.

The enthusiasm of the volunteers was contagious and good "vibes" were radiated to others in the school daily. It was plain to see that joy surfaced in the volunteers' tasks.

Many comments were often heard by different people concerning the valuable work performed by the volunteers in the preschool program. The eighty steady volunteers definitely helped to achieve

the school's objective, but equally as important, they exhibited a manner that encouraged the entire campus to strive toward bringing about greater change in the attitudes and actions of all the children involved.

The need for the continuation of the program has been evidenced by its splendid reception, as well as the Self Evaluation of Classroom Performance (Appendix U) by the volunteers.

Conclusions

The literature advocating retired senior citizens as volunteers in schools is abundant. The information contained in this literature was most enlightening, beneficial and motivating to the writer. The varied sources presented the philosophy of the important use of senior citizens as volunteers, as well as the psychology of learning which is necessary when working with preschool children.

In addition, the literature instructing the best procedure for presenting the Preservice/Inservice Training Seminars was exemplary. The outstanding response by the volunteers to the seminars demonstrated the importance of carefully focusing detailed attention on the selection and proper application of the material.

The writer's conclusions regarding the phenomenal success of the recruitment, Preservice/Inservice Training Seminars, and the implementation of the program involving retired senior citizens as volunteer aides in the preschool program evidenced the following:

1. Widespread, organized, intense recruitment was a basic ingredient to the success of the program.
2. Open communication was essential among volunteers, teachers,

administrators, and parents.

3. Continuous training from the onset of the program to its finish was the key to the cohesiveness of the volunteers.
4. Involvement learning through meaningful activities proved to be valuable throughout the project.
5. The motivation of the church-related senior citizens indicated their desire to "walk their talk."
6. There was no intergenerational gap among children, teachers, administrators, parents, and volunteers.
7. Because of the vast benefits to children, teachers, and volunteers, this project needs to be widely duplicated. It is understood however that results are easier to achieve in a motivated church community as opposed to an average public school.

Recommendations

The Volunteer Program has been a most rewarding experience for the senior citizens, the teachers, the writer, and especially the children. Yet there are a few alterations which the writer recommends for the program.

The recruitment program needs to be initiated in the fall of the year, since the population in general is conditioned to think of school functions beginning then. A continual concentrated visual publicity campaign is necessary, in order to completely saturate the campus with the idea of the program. The writer wishes to note also that when a person volunteers and is not of senior citizen age, he or she should be gladly accepted into the program.

Due to the tremendous value of Preservice Training for the volunteers, it is essential that at the initial meeting, feedback concerning the dates, times, and needs of the volunteers be considered. When volunteers believe that their input is received and responded to, they are eager to participate.

It is imperative for the administrator to be fully aware that situations may arise in which a volunteer will consume a great deal of time, energy, and effort, in order for his/her needs to be met.

The writer experienced an example which follows: One senior citizen volunteer grew so attached to the program that when he had a stroke and was in the hospital, the only person who could console him was the writer. Later, he had a heart attack and died. Consequently, the writer was involved in time spent with the family, services, etc. The writer recommends that anyone implementing a program utilizing senior citizens be fully aware that occasions such as sickness and death may occur at any time during the process.

There is no alternative for well planned, knowledgeable, relevant, ongoing Inservice Training. However in order for such meetings to occur, it is important that specialists in the preschool subjects to be covered be invited to speak and answer questions asked by the volunteers. Having an additional voice of authority reinforces ownership of knowledge gained in a variety of personalities.

Since the writer developed an Evaluation of Preservice Training, Evaluation of Inservice Training, and Classroom Observation Checklist, the Post Test that was used was not needed.

It is important that the volunteers experience a vibrant, moving, meaningful program, whatever the amount of time, effort, or energy are

expended. The child, in turn, will reap the rewards of a helper who is knowledgeable, positive, and active.

Dissemination

Selected sections of the report have been shared with various church and school staffs in different areas of the country, such as: Canton, Ohio; Minneapolis and Rochester, Minnesota; Winston-Salem, North Carolina; Milwaukee, Wisconsin; Houston, Texas; Indianapolis, Indiana; Milligan College, Tennessee; Baltimore, Maryland and others.

Feedback regarding the information presented concerning "Recruit, Train, and Involve Retired Senior Citizens as Volunteer Aides in the Preschool Program" was superior, according to written reports received by the writer from the church/school Workshop Coordinators.

The writer of the practicum is scheduled to present portions of the report to a Delta Kappa Gamma meeting in Clearwater, Florida, January, 1987; North American Chrisitan Convention in Oklahoma City, Oklahoma, July, 1987; Christian Educators' Conference in Bluefield, Virginia, August, 1987; Christian Education Seminar in King, North Carolina, September, 1987; Christian Education Conference in Ft. Lauderdale, Florida, November, 1987.

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APPENDIX A

QUESTIONNAIRE

TO: Preschool Teachers

FROM: Billye Joyce Fine

RE: The Use of Volunteer Aides

Questionnaire

Many teachers have often expressed their frustrations and concerns in striving to meet needs in all areas of their learners' lives: intelectually, physicallv, socially, emotionally, and spiritually, as they implement a thematic, discovery oriented curriculum, with the existing teacher-pupil ratio.

Beginning in January, 1986, I am planning to recruit, train, and implement a program involving retired senior citizens as volunteer aides in the preschool program.

In order to help me determine your specific needs, I must have the following information from each of you. Please circle your answer to each of the following questions and return the form to the school office by Friday, November 15, 1985.

1.	Would the above mentioned program be useful to you?	Yes No
2.	Would you be willing to aid in recruiting retired senior citizens for volunteers?	Yes No
3.	Would retired senior citizens be welcome in your room?	Yes No
4.	Would you assist in training retired senior citizens as volunteers in your classroom?	Yes No
5.	Would you make a commitment to implement the program using retired senior citizens as volunteer aides in your classroom?	Yes No

APPENDIX B

INTEREST ASSESSMENT

TO: Senior Citizens

FROM: Billye Joyce Fine

RE: Recruit, Train, and Involve Retired Senior Citizens as Volunteer Aides in the Preschool Program

(Please circle answer or answers.)

A. Are you now involved in some kind of volunteer work?

1. Yes - 48
2. No - 252

B. Where do you do most of your volunteer work?

1. hospital - 7
2. school - 3
3. social services agency - 7
4. service clubs - 3
5. church - 25
6. with individuals - 3

C. What do you do as a volunteer?

1. teach - 8
2. food preparation - 6
3. sales - 0
4. clerical - 8
5. former work - 0
6. committee work - 13
7. social services - 7
8. visitation - 6

D. What is the longest period you have volunteered for one organization?

1. less than a year - 23
2. 1 - 3 years - 18
3. 4 - 6 years - 10
4. 7 - 10 years - 15
5. more than 10 years - 38

E. Do you enjoy your volunteer work?

1. Yes - 44
2. No - 4

F. Would you say that volunteering has given you a chance to learn new things?

1. Yes - 96
2. No - 8

G. Would you be interested in volunteering as a volunteer aide in the church's preschool program?

1. Yes - 105
2. No - 155
3. Don't know - 40

H. What benefits would you expect from volunteering:

1. Be with friends

   a. Yes - 117
   b. No - 28

2. Be with children

   a. Yes - 140
   b. No - 5

3. Feel useful

   a. Yes - 139
   b. No - 6

4. Make new friends

   a. Yes - 143
   b. No - 2

5. Give service to the church's preschool program

   a. Yes - 145
   b. No - 0

6. Opportunity to use skills

   a. Yes - 145
   b. No - 0

7. Help others

   a. Yes - 145
   b. No - 0

8. Learn new hand skills

   a. Yes - 120
   b. No - 25

9. Get new information/knowledge

   a. Yes - 145
   b. No - 0

10. Gain more confidence

    a. Yes - 120
    b. No - 25

11. Give moral support

    a. Yes - 113
    b. No - 32

12. Help organize life better

    a. Yes - 112
    b. No - 33

13. Contribute to better understanding of children

    a. Yes - 142
    b. No - 3

14. Promote better understanding of schools/teachers

    a. Yes - 145
    b. No - 0

15. Provide new interests

    a. Yes - 145
    b. No - 0

16. Prevent loneliness

    a. Yes - 125
    b. No - 20

17. Enjoy life more

    a. Yes - 127
    b. No - 18

18. Feel appreciated

    a. Yes - 145
    b. No - 0

19. Comments or suggestions are welcome. (Please use the following space.)

    1. "I believe the program is needed. I have a daughter who is a teacher."
    2. "This idea sounds interesting to me!"
    3. "I would like to participate but I don't have time."
    4. "My health will not permit me at this time to get involved. Perhaps later I can."
    5. "Why are you just asking senior citizens?"
    6. "Have you made provisions for handicapped people to work?"
    7. "When would I be expected to come?"
    8. "How many days in the week would I be asked to be present?"
    9. "Would the hours be flexible?"

Note. From Teaching-Learning Communities (p. 47) by Carol Tice, 1979, Ann Arbor, Michigan: Ann Arbor Public Schools. Copyright 1979 by Carol Tice. Adapted by permission.

"Coffee" for Volunteers

I. Provide transportation for volunteers as needed.

II. Create a comfortable, safe, and attractive environment for meeting; so that, the volunteers would be able to "Neighbor Nudge."

III. Prepare nutritious snack of fruit slices, small sandwiches, and herbal teas.

IV. Permit children to serve and share in hospitality.

V. Make presentation to group utilizing 16 mm film "What We Have" (Available for rental from Michigan Media, University of Michigan, 400 Fourth St., Ann Arbor, Michigan 48109.)

VI. Ask for reporter and photographer to be present; so that, a story and picture can be placed in the newspaper.

VII. Conduct guided tour of church's preschool; so that, everyone can be reassured that it is a good learning center and everyone is needed to make it even better.

VIII. Give necessary information regarding the following:

A. The next four weeks of Preservice Training

B. Liability insurance, which will be provided by Church/School

C. Transportation, supplied as needed

D. School calendar

E. Parent Handbook

F. Map of building

IX. Request volunteer to complete Registration and Emergency Forms and complete Pretest.

X. Encourage volunteers to dress comfortably.

A. Appropriate shoes

B. Sweater available

APPENDIX D

REGISTRATION FORM

Volunteer Registration Form

Name _____

Address _____ ZIP _____

Phone _____

Availability to volunteer:

Monday morning _____
Tuesday morning _____
Wednesday morning _____
Thursday morning _____
Friday morning _____

Transportation:

Needed _____
Not Needed _____

Physical limitations:

_____

Languages spoken:

_____

Work experience:

_____

Skills and interests:

_____

Doctor's name _____ Phone _____

Person to call in an emergency _____

Phone _____

APPENDIX E

EMERGENCY FORM

INSTRUCTIONS FOR EMERGENCIES FOR VOLUNTEERS

Volunteer _____
(Last Name) (First Name)

In case I become ill or injured at school, please call:

_____ _____
(Name) (Phone)

If there is no answer, call:

_____ _____
(Relative) (Phone)

_____ _____
(Neighbor) (Phone)

I authorize all treatment deemed advisable and suggest:

Dr. _____ Phone _____

or the emergency room at _____ Hospital.

Or if unavailable, any appropriate medical care deemed advisable by school authorities.

_____ _____
(Signature) (Date)

IMPORTANT

If you have an unusual health hazard, such as easy bleeding or serious allergy to a drug, please describe the situation below.

_____

_____

_____

Please state the medications you take on a continuing basis for the following conditions:

Medication	Condition
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX F

Pre/Post Test

The writer's practicum will involve recruiting, training, and implementing a program involving retired senior citizens as volunteer aides in the preschool program.

By evaluating the answers to the following questionnaire, the writer will be able to determine the needs of volunteers in meeting situations effectively.

At this point in time, this is how I see myself in the following areas:

(Circle one answer for each item)

1.	I am aware of young children's needs.	Yes	No
2.	I am knowledgeable of the interests of young children.	Yes	No
3.	I am informed regarding what society specialists are saying is happening to young children today.	Yes	No
4.	I am acquainted with what subject specialists are conveying concerning disciplining the young child.	Yes	No
5.	I realize that the teacher of the young child should be a guide.	Yes	No
6.	I know the value of verbal and non-berbal communication with young children.	Yes	No
7.	I am aware of the need of meaningful learning centers for young children.	Yes	No
8.	I can contribute to the enhancement of the learning environment for young children.	Yes	No

9.	I believe in integrating music in the training of young children.	Yes	No
10.	I realize the development of positive attitudes in the training of young children result in the prevention of problems.	Yes	No

AGE LEVEL CHARACTERISTICS (2-5 Years)	TEACHING TIPS
PHYSICAL	
2s—By 2 years, the toddler may: walk, climb, scribble on paper, build a tower with blocks, fill a container with small objects, feed self a snack, turn pages of a book, throw ball into a box. From 2 to 3 years he is constant movement. He tires easily and tumbles often. Large muscles are developing but small hand/finger muscles are not developed. May be potty trained.	Plan for freedom of movement. Use simple finger fun/activity songs for reaching, stepping, jumping, clapping. Use simple puzzles, large blocks, jumbo crayons, large sheets of paper. Provide some quiet time/activities.
3s—Children may: button/unbutton large buttons. Unlace, remove shoes . . . may put shoe on if someone holds the tongues down. May build structures with blocks, paint very simple pictures of objects/people, begin to count, use scissors on heavy, straight lines and care for own toilet needs.	Provide different activities and allow the child to move from one to another. He can use paste, and collages are a good activity. Big beads to string, puzzles and clay are also good. Rest time/snack after 1 hour.
4s—This is a period of rapid, physical growth. Coordination is greatly improved. The child is still constantly on the move!	Freehand, creative art activities are best. Still need to provide a large paper, jumbo crayons, heavy lines for cutting etc. Don't expect perfection! Help him enjoy the creative process. Include some quiet activities.
5s—The child may tie his own shoelaces, cut with scissors along a curved line, draw/paint recognizable pictures of people/objects. Coordination is excellent. Girls are maturing more rapidly than boys.	Dramatic play, finger fun, activity songs, block building, freehand drawing and painting, clay . . . all good activities. More sophisticated toys are appropriate.
MENTAL/EMOTIONAL	
2s—An explorer. He learns through the senses. Short attention span. "No!" "Let me do it!" are frequently heard. The child may say many words . . . some sentences. He can point to his nose, eyes, hair and ears when asked to identify them.	Provide materials with interesting textures, smells, tastes etc. for the child to explore. Avoid saying "Do you want to . . . " Phrase suggestions as statements. Offer assistance only as needed.
3s—May recognize his name in print and write part of it. Also may identify primary colors by name, begin to count objects, learn rhymes, songs and finger fun. Can imitate or play at being someone else.	Use literal, simple stories . . . no symbolism. Be brief, use pictures. Let children share before the story. Provide "dress-ups" etc. for imitating. Give one brief direction at a time.
4s—A curious and questioning age . . . favorite words are "How" "What" "Why". He may concentrate for longer periods, but, the attention span is still short. Bragging and boasting about himself is not uncommon and he may exhibit unacceptable behavior just to see how far he can go.	Continue to supply materials for children to touch, see, smell and taste. Use large teaching pictures to reinforce basic concepts. Set realistic limits and emphasize the behavior you desire.
5s—The child still interprets literally. He may write his name clearly without help, read some simple words, recognize tints/shades of common colors, recall short Bible verses, talk accurately about recent events and pronounce most common words correctly.	Give him "helping" tasks to reinforce a sense of responsibility and the biblical concept of helping one another. Praise his new printing skills without comparing him to another child. Help him to discover things for himself.

AGE LEVEL CHARACTERISTICS (2-5 years)

SOCIAL

2s—He has little regard for others rights! In a dispute, he responds better to distraction rather than reasoning. He has moments of fear, disappointment and frustration. Plays mostly by himself.

3s—Now the child can interact in play with others. However, it's still a "ME, MY, MINE" world. Sharing and taking turns is hard to do.

4s—The four-year-old can participate with other children in group activities. He actively seeks adult approval and responds to friendliness. He wants to be loved, especially by his teacher.

5s—Now the child is participating in extended cooperative play with one or two friends. He enjoys group activities and discussions. He needs attention from other children and adults and may use negative ways of reaching this goal.

TEACHING TIPS

Teachers of twos need to be kind, patient Christians who love little children . . . like to hold, touch, smile at them and help them feel secure.

Offer opportunities for play with other children. Help each child to succeed. Know each child as an individual and use his name often. Get down to eye level and listen to what he has to say. The teacher represents the personal love of God to the child.

Provide opportunities for group singing, prayer and conversation. Give each child a chance to "lead" by serving a snack, holding a picture, etc.

Be prepared to suggest ideas that help keep activity moving as children play together. Give the child individual attention before negative behavior occurs. Use eye contact, listen to him, smile and show him he is special to you.

Children in Transition

What's happening to children?	How will these things affect teaching/learning?
1. **Changing family patterns** Smaller families Both spouses employed Single-parent households Mobility—may slow down High rate of divorce Children cared for outside the home	
2. **Values** Me-ism—selfishness Entitlement ethic vs. work ethic Drug related problems Basic values remain (free speech, freedom to live our own lives)	
3. **Changes in population patterns** More senior citizens More people in their thirties and forties Fewer youth New baby boom	
4. **Economic influences** Less time for volunteer work Limited spending Earlier retirement Changes in life-style because of evolutionary changes in technology	
5. **Trends in education** Back to basics More early childhood education Teaching of values More graduate work, classes for retirees and working students Simulating real-life situations More computerized devices, teaching games, video technology More private schools Innovation evaluated carefully	
6. **Increased tensions, concerns** Economic problems Loneliness International crises Discontent	

APPENDIX I

Intergenerational Reading List

FICTION

Ardizzone, Edward — Little Tim and the Brave Sea Company
Oxford University Press 1936

A boy that dreams of being a sailor and how he meets a Captain of a boat one day and they set off to sea on a voyage and tell all of their adventures.

Borack, Barbara — Grandpa
Harper & Row, Publishers 1967

Marilyn, a little girl, likes her grandpa very much and mocks everything he does.

Calhoun, Mary — The Horse Comes First
Atheneum 1974

Randy learns about horses, harness racing, and growing up from his Grandfather and Aunt Connie.

Cocoran, Barbara — The Faraway Island
Atheneum 1977

Teenager Lynn spends a school year with her Grandmother on the Island of Nantucket, instead of going to Europe with her parents.

Cornish, Sam — Grandmother's Pictures
Bradbury Press 1974

A young boy fondly remembers the times he spent with his Grandmother, and especially the day she showed him the family picture scrapbook.

de Paola, Tomi — Nana Upstairs and Nana Downstairs
Longmans Canada 1973

Tommy, a little boy, had a grandmother and great-grandmother living in the same house. Visiting them both, he always remembered the grandmother downstairs cooking and keeping house, while the great-grandmother who was 94 years old staved in bed. Tells how he loved them both and enjoyed helping them.

Eisenberg, Phyllis Rose — A Mitzvah - Is Something Special
Harper & Row 1978

A young girl who hopes she will be able to understand a mitzvah and when it happens then she does one for both her grandmothers.

Farber, Norma — How Does It Feel To Be Old? Clarke, Irwin & Co., Canada 1979

Old age explains to youth some of the thoughts and feelings, advantages and disadvantages that accompany being old.

Hartling, Peter — Oma Harper & Row 1978

A young orphaned German boy that goes and lives with his grandmother in Munich.

Herman, Charlotte — Our Snowman Had Olive Eyes Dutton 1977

Special friendship between 10 year old Sheila and Bubbie, her Grandmother, who must now share her room.

Howard, Moses L. — The Ostrich Chase Holt, Rinehart & Winston 1974

A young girl, Khuana, and her Grandmother, Old Gaushe help each other survive in the Kalahari Desert when they cannot travel to the waterhole with the rest of the bushmen.

Kruss, James — My Great Grandfather and I Atheneum 1966

In Helgoland, a small island in the North Sea, Great Grandfather shares stories and rhymes with his Great Grandson.

Lobe, Mira — The Grandma in the Apple Tree Verlag Jungbrunnen, Wien 1965

Andi didn't have a grandmother. One day he was sitting under an apple tree and thought deep thoughts about having one and a grandma appears sitting beside him. A warm and funny story that can spring up between the old and young.

Mathis, Sharon Bell — The Hundred Penny Box Viking Press 1975

Great, Great Aunt Dew comes to live with Michael and his family, and only he appears to be sensitive to her feelings and attachment to the hundred penny box.

Robinson, Jean — The Secret Life of T.K. Dearing Seabury Press 1973

An 11 year old boy and his 78 year old Grandfather share some happy experiences and secrets when Grandfather visits.

Rogers, Pamela — The Rare One
Nelson 1974

Teenager Toby befriends old Josh Penfold, a hermit, writes an essay about him and unwittingly changes both their lives.

Skorpen, Liesel Moak — Mandy's Grandmother
Skorpen 1975

A story about Mandy, a little girl and her grandmother, how they begin to love and accept each other for who they are.

Stuart, Jesse — The Beatinest Boy
McGraw 1953

David lives with his Grandmother in her Kentucky mountain home, and one Christmas he searches for the gift that will make her the happiest woman in the world.

Voget, Ilse-Margret — DoDo Every Day
Harper & Row 1977

Story about DoDo, a grandmother who shares life and excitement along with her grand-daughter.

Wilson, Christopher — A Treasure Hunt
NIH Publication 1980

Story about Jan and Janet planting seedlings and as they watch the tree grow bearing fruit and as they go about watching older people building bird houses, a lday molding clay and making vases, etc. The children begin to understand in life that while you grow older people have much to learn and teach.

Yep, Lawrence — Child of the Owl
Harper & Row 1977

Twelve year old Casey is forced to move in with her Grandmother, Paw Paw, in San Francisco's Chinatown, and finds a deep respect and love for both her Chinese heritage and Grandmother.

PICTURE BOOKS

Gauch, Patricia — Grandpa and Me
Coward, McCann & Geoghegan 1972

A young boy tells of summertime with his Grandfather and how they enjoy their world.

Goldman, Susan — Grandma is Somebody Special
Whitman 1976

A young girl tells why it is so special to spend a day at Grandmother's house.

Hein, Lucille E. — My Very Special Friend
Judson 1974

A five year old girl learns to tie her shoes, whistle through a blad of grass with the help of her Great Grandmother who becomes her special friend while her Mother is in the hospital.

Lasky, Kathryn — I Have Four Names For My Grandfather
Little, Grown 1976

An effective photograhpic essay depicting the relationship of a small boy and his Grandfather.

Schick, Eleanor — Peter and Mr. Brandon
MacMillan 1973

Young Peter's friendship with his neighbor Mr. Brandon.

NON-FICTION

Shanks, Anne Zane — Old Is What You Get: Dialogues on Aging by the young and the old.
Viking 1976

Jackson, Louise A. — Grandpa Had a Windmill Grandma Had a Churn
Magazine Press 1977

Illustrated with photographs by George Ancona

Raynor, Dorka — Grandparents Around the World
Whitman 1977

A photographic essay of Grandparents and children taken in 25 countries.

Called to a Special Ministry

Three Old Testament leaders gave typical replies to God's call.

Find what each one said:

List God's reply to each excuse:

Exodus 3:11; 4:1

Exodus 3:12; 4:2-5

MOSES

Judges 6:15

Judges 6:16

GIDEON

Jeremiah 1:6

Jeremiah 1:7-9

JEREMIAH

APPENDIX K

DISCIPLINE ACROSTIC

The Plan

Preventive Discipline

1. Love and acceptance
2. Meaningful activity
3. Choices
4. Be realistic and consistent
5. Focus on positive actions

BUT WHAT IF . . .

Remedial Discipline

1. Deal individually
2. Child verbalizes action
3. Child understands why
4. Redirect to positive action
5. Consequences . . .

    define correct way

    define result of wrong way

APPENDIX M

EVALUATION OF PRESERVICE TRAINING :

1. Give ways you will promote young children learning through the use of their five senses.

2. In addition to an accepting attitude, list two characteristics that you as an effective leader of young children will apply.

3. Positive relationship building is essential for you as a leader of young children. Explain.

4. Tell why it is important for you to spend more time in preventing discipline problems than remediating them.

APPENDIX N

JOB DESCRIPTION Job Description for Volunteer Aides 30

A. Meet with teacher 30 minutes before children arrive.

B. Assist in all planned activities.

C. Oversee an assigned specific activity area during free play.

D. Develop interest projects.

E. Eat snack with children.

F. Prepare children for rest.

G. Attend to health and safety of children.

H. Teach children ways of interacting and making their needs known.

I. Inform teacher or coordinator whenever specific situations need attention.

J. Participate in school's goals of developing awareness and respect for individual differences, language and motor skills, and aesthetic appreciation.

APPENDIX O

TRY YOUR SKILL WORKSHEET

Try your skill . . .

at praise and encouragement

"Encourage one another and build each other up, just as in fact you are doing." 1 Thessalonians 5:11 *(NIV)*

SELECT THE TEACHER COMMENT THAT BEST CONVEYS PRAISE AND ENCOURAGEMENT

1. The teacher sees Gerri sharing blocks with another child. The teacher says:
____a. "Gerri, let Toni get her own blocks."
____b. "Gerri, you were kind to share with Toni."
____c. "The Bible says, let us help one another."
2. Tommy has spent a long time looking at nature items through the magnifying glass. The teacher says:
____a. "I think you're enjoying looking at things God has made."
____b. "Would you like to give someone else a turn?"
____c. "You're such a good boy for working so quietly this morning."
3. The teacher comments as Mary is painting:
____a. "What a beautiful picture! Your mother will be very proud of you."
____b. "If you wipe your brush, your picture will be neat like Janet's."
____c. "I like your choice of colors. Tell me about your painting."
4. Alan is struggling with a puzzle. The teacher says:
____a. "Alan, I know you can do it. Try a little longer."
____b. "You are working very hard. (Moves piece near position.) Where do you think this blue piece goes?"
____c. "Here, let me show you how to do it."

at acceptance of feelings

WHAT WOULD YOU SAY TO ACCEPT FEELINGS WHEN . . .

. . . Roger started to cry? _____
. . . Roger smiled after completing a puzzle? _____
. . . a child says, "I hate you!"
. . . a child interrupts Together Time by announcing, "I'd rather sing 'Old McDonald!'"?
_____
. . . a child says, "I want to go home"?
. . . a parent is upset because her son's shirt is dirty? _____
_____
. . . a new teacher completes his first session? _____

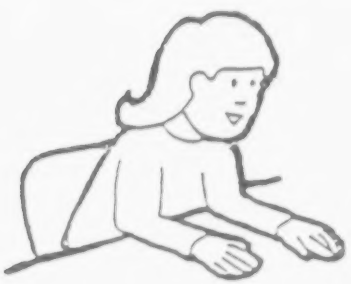
at acceptance of ideas

CAN YOU SHOW ACCEPTANCE OF THE IDEAS OF ANOTHER ADULT? EVEN WHEN YOU DISAGREE?

APPENDIX P

NONVERBAL CLUES

MATCH THE NONVERBAL SIGNAL WITH ITS MEANING FROM THE ANSWER BOX.



ANSWER BOX

DEJECTION		BOREDOM OR IMPATIENCE
HONESTY		"I DON'T KNOW"
DEFENSIVENESS	77	INDIFFERENCE
"I WANT TO LEAVE NOW"		EAGER-ATTENTIVE

APPENDIX Q

NONVERBAL COMMUNICATION WORKSHEET

Nonverbal communication is:

Two ways nonverbal communication is useful to teachers of children:

Three major channels of nonverbal communication are:

1.

2.

3.

Examples of negative, closed nonverbal messages:

Examples of positive, open nonverbal messages:

Examples of nonverbal signals and gestures from newspapers and cartoons:

Ways that I can improve my nonverbal skill in teaching children and reasons this might be important:

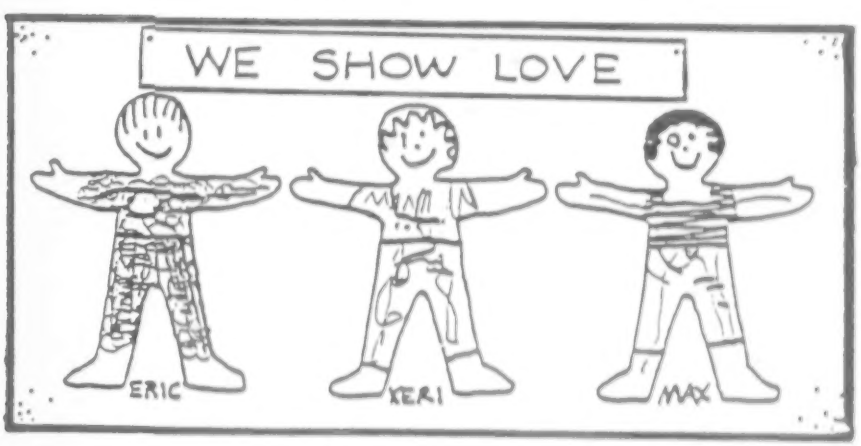
APPENDIX R

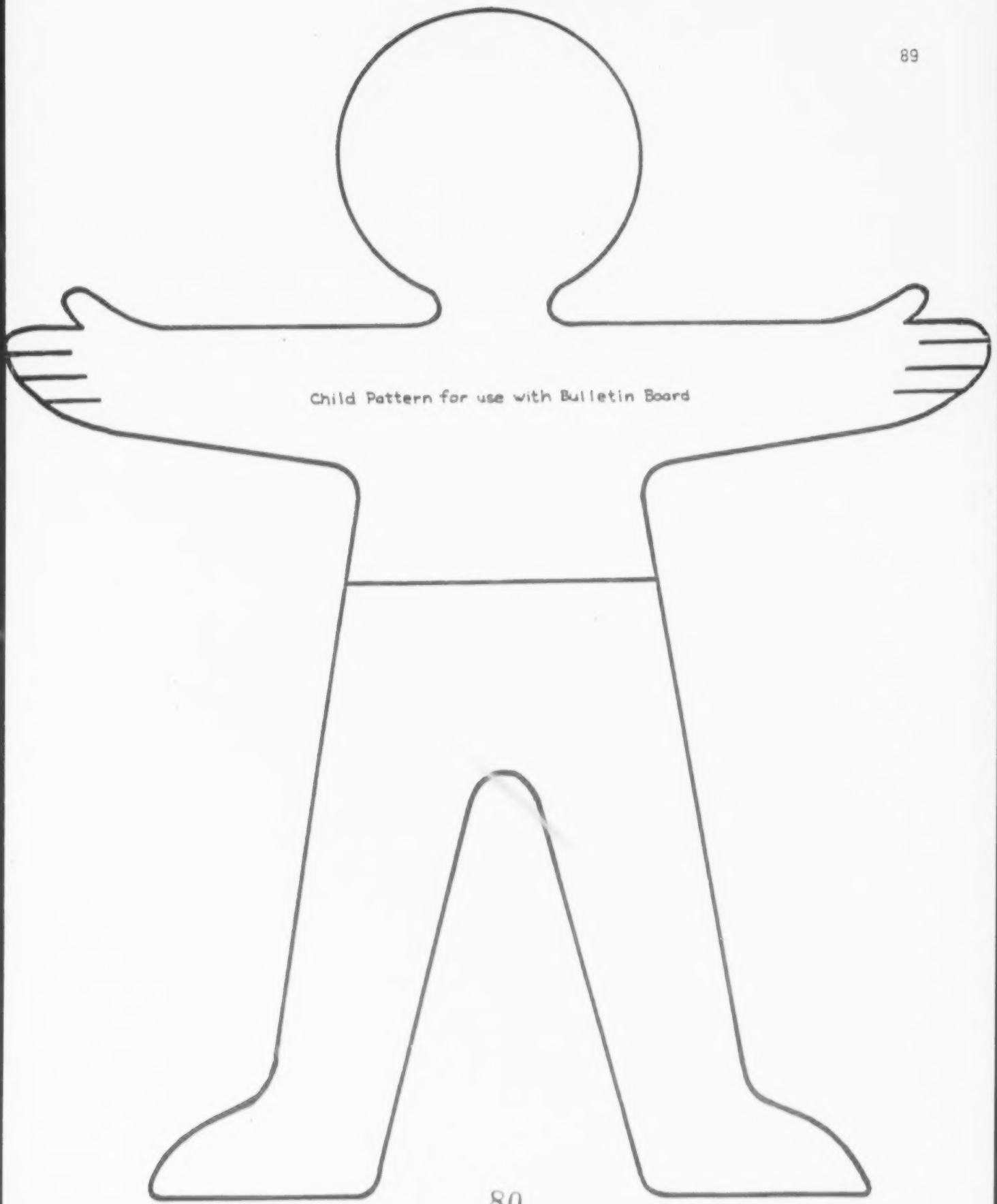
BULLETIN BOARD MATERIALS

WE SHOW LOVE

YOU WILL NEED: Child Pattern (make a copy of the pattern available at the supply table), shelf or butcher paper, beige or brown construction paper, scissors, felt pen, crayons stapler, staples; optional--pictures from discarded magazines

PROCEDURE: Using the Child Pattern you made at the workshop, trace and cut out one figure for each child in your class or department. Cover your bulletin board with shelf paper or butcher paper. Letter "We Show Love" across the top of the bulletin board. Child colors his or her figure. You or the child writes his or her name on the figure. Attach figure to bulletin board. If you have collected pictures, attach them to the bulletin board, too. Discuss the pictures with the children. Encourage children to identify ways they may show love to others.



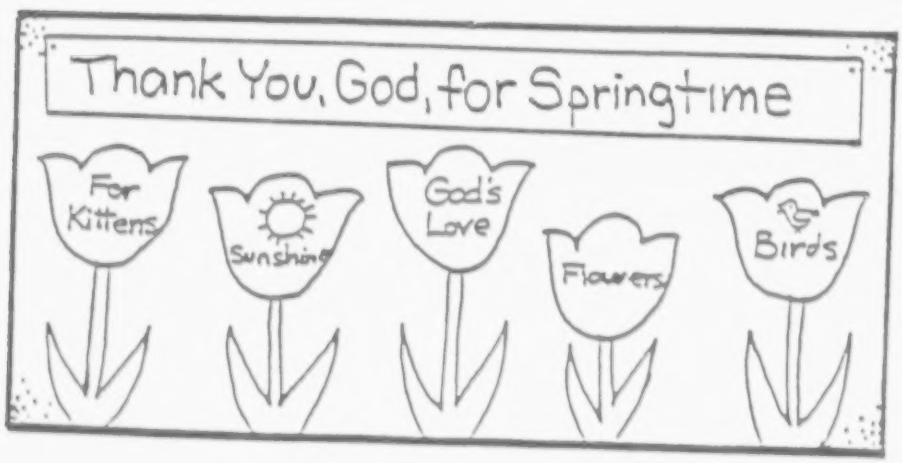


Child Pattern for use with Bulletin Board

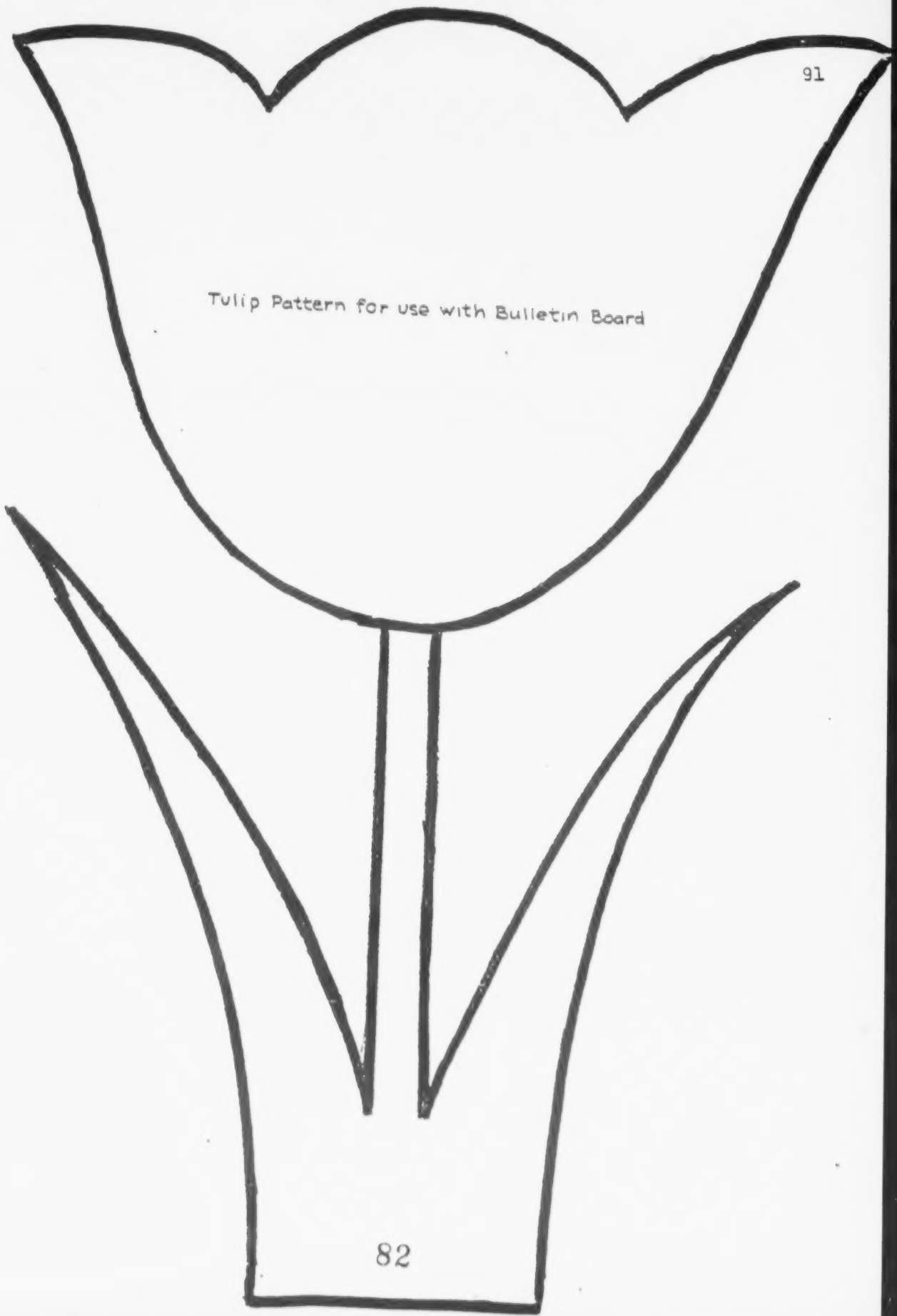
SPRINGTIME BULLETIN BOARD

YOU WILL NEED: Tulip Pattern (make a copy of the pattern available at the supply table), bright-colored paper, construction paper, black felt pens, thumbtacks or stapler and staples.

PROCEDURE: Cover bulletin board with bright-colored paper. Print "Thank You, God, for Springtime" on a strip of construction paper and attach it to the top of the bulletin board. Use the Tulip Pattern you made at the workshop to make enough tulips to cover the bottom half of the bulletin board. (Make stems and leaves from green paper, the blossoms from red, yellow, purple and other bright colored paper.) Children write or draw on tulips things that happen in springtime for which they are thankful.



Tulip Pattern for use with Bulletin Board



APPENDIX S

EVALUATION OF INSERVICE TRAINING

1. State three characteristics of young children:

   a.

   b.

   c.

2. Give an interest of young children in each of the following categories of interest:

   a. Intellectual

   b. Physical

   c. Social

   d. Emotional

   e. Spiritual

3. Summarize in a statement or two what society specialists are saying is happening to young children today.

4. List a book which you could use to assist you in communicating with young children concerning intergenerations working together.

5. How can a leader of young children prevent discipline problems from occurring?

6. Why is it necessary for leaders of young children to do the following:
   a. Praise and encourage?
   b. Accept feelings?
   c. Accept ideas?

7. Evaluate the importance of nonverbal communication used by leaders of young children.

8. If you were given the theme of "We Show Love", tell how you would create a bulletin board for a young child's classroom.

APPENDIX T

CLASSROOM OBSERVATION CHECKLIST

I. Volunteer aide used the art of Preventive Discipline:

A. Gave unconditional love	Yes	No
B. Promoted meaningful activities	Yes	No
C. Provided for individual choices	Yes	No
D. Expressed realistic expectations	Yes	No
E. Demonstrated consistent behavior	Yes	No
F. Displayed positive attitudes	Yes	No

II. Volunteer aide used the art of Remedial Discipline:

A. Talked to the child individually	Yes	No
B. Asked the child what he did	Yes	No
C. Explained to the child why his behavior was not acceptable	Yes	No
D. Redirected the child's activities	Yes	No
E. Explained consequences	Yes	No
1. Defined correct behavior	Yes	No
2. Defined result of wrong way	Yes	No

Self Evaluation of Classroom Performance

I. Strengths to be recognized:

A.

B.

C.

II. Weakness to be improved:

III. Remediation of weakness planned:

A. Alternatives:

B. Solution:

C. Implementation:

Self Evaluation of Classroom Performance Replies

I. The three strengths listed below received top priority from the volunteers on their Self Evaluation of Classroom Performance:

A. Love of children

B. Dependability of performance

C. Cooperation with administration, staff, and parents

II. The weakness that received top priority for improvement from the volunteers on their Self Evaluation of Classroom Performance was working with individual children in the classroom for too short a period of time.

III. A sample of remediation of weakness planned by a volunteer listed on his Self Evaluation of Classroom Performance follows:

A. Alternatives:

1. Make arrangement to lengthen the amount of time spent in the classroom.

2. Work with classroom teacher regarding scheduling time with specific children.

B. Solution: Rearrange personal schedule to allow more time to be spent in the classroom.

C. Implementation: Initiate a lengthened schedule to work with individual children in the classroom under the direction of the teacher.

APPENDIX V

SEMINAR SESSIONS

Preservice Training Seminar, Session I

I. Registered volunteers who had not registered.

II. Asked volunteers to letter their names on name tags.

III. Grouped volunteers into groups of four.

   A. Had each person in the small group tell his or her favorite activity as a young child.

   B. Encouraged volunteers to relate an activity that was enjoyed at about the same age as the children with whom they worked.

   C. Asked a few volunteers to share 1-2 activities mentioned in the small groups.

IV. Told volunteers about the Preservice Training Seminar.

   A. Encouraged volunteers to think about questions/contributions they made as the topics were discussed.

V. Discussed "Who is the Child?" and distributed sheets describing each of the age levels and implications for learning. (Appendix G)

VI. Had volunteer identify one thing that he/she can do that will help to provide a more meaningful learning experience for the child.

VII. Considered several factors that influence the learning experiences of children in transition.

VIII. Distributed "Children in Transition" sheets (Appendix H) and briefly discussed some of the points in each of the six areas.

IX. Distributed Intergenerational Reading List. (Appendix I)

X. Prayed together for children with special needs in these areas.

Preservice Training Seminar, Session II

I. Registered volunteers who had not registered.

II. Brainstormed characteristics of leaders of children. Wrote ideas on transparency.

III. Discussed responsibilities of leaders of children. Listed on transparencies.

IV. Divided group into three groups and assigned each group one of the Bible characters on "Called to a Special Ministry" (Appendix J) worksheet; discussed with total group.

V. Completed a personal list of excuses at bottom of the page.

VI. Prayed together asking God to provide special guidance for the tasks we undertake.

Preservice Training Seminar, Session III

I. Registered volunteers who had not registered.

II. Divided group into trios and assigned each a group topic:

A. Ideas about effective teaching (aims)

B. Ideas about effective application (involvement, practice)

III. Had groups share ideas with total group; discussed.

IV. Brainstormed effective relationship building. Discussed:

A. Why is it important to build good relationships with children?

B. What qualities attract children to teachers?

C. What can teachers do to improve relationship with children?

D. What can leaders do to encourage children to develop relationships with each other?

V. Sang "Come, Let Me Tell." Wrote song on transparency.

Preservice Training Seminar, Session IV

I. Registered volunteers who had not registered.

II. Distributed Discipline Acrostic. (Appendix K) In groups of four, thought of words that related to Discipline that began with each of the letters in the word. For example, effective discipline was based on love, thought of love for 1. Wrote as many words as possible after each letter.

III. Asked group to share; wrote words on transparency.

IV. Showed "What These Kids Need Is" filmstrip. (Gospel Light, Glendale, California).

V. Distributed "The Plan." (Appendix L)

VI. Discussed the five steps in Preventive Discipline and Remedial Discipline.

VII. Asked each group to share one step with the total group regarding a way which individual volunteers had used previously.

VIII. Administered Evaluation of Preservice Training. (Appendix M)

Volunteer/Teacher Reception and Assignment

I. Arranged meeting of volunteers and preschool teachers.

II. Served refreshments.

III. Assigned volunteers to teachers and rooms.

IV. Distributed information regarding job description. (Appendix N)

Inservice Training, Session I

I. Thought of time something new was learned.

A. Tried to recall it.

B. Told person on left how this was learned in 35 words or less.

II. Asked for volunteer to assist by being blindfolded.

III. Told group to give verbal directions to volunteer as he tried to go from where he was to the other side of the room.

IV. Had another volunteer lead him back by holding his hand while giving verbal directions.

V. Asked small groups to discuss the two styles of guiding the volunteer across the room.

VI. Discussed leaders as guides.

VII. Noted the characteristics of a teacher who is a guide:

A. Makes suggestions, rather than always giving directions

B. Stimulates thinking, rather than always giving answers

C. Encourages children to do their own work, rather than giving help that might only reinforce the child's lack of skill

D. Participates with children rather than merely supervising

E. Provides choices rather than making all decisions for the child

F. Demonstrates desired behavior, rather than merely talking about it

G. Openly shares feelings with children, rather than just giving instructions

H. Makes good behavior attractive by personal example, not just by exhortation

VIII. Shared one thought with a partner regarding the main idea received from this session.

Inservice Training, Session II

I. Sang "Clap, Clap, Clap Your Hands"; used transparency

II. Viewed the filmstrip, "Talking With the Young Child", through the section about accepting ideas.

III. Discussed how leaders can build young children's attitudes through:

A. Modeling

B. Praising

C. Accepting

IV. Distributed "Try Your Skill Worksheet." (Appendix O) With a partner, completed sheet and shared responses.

V. Viewed section of the filmstrip, "Talking With the Young Child" that dealt with building young children's understanding through labeling, describing, explaining, stimulating, and enabling.

VI. Brainstormed the importance of talking with young children in ways that will enhance and enrich the learning experience.

VII. Repeated the last frames of the filmstrip:

A. Talk with a child at his or her eye level.

B. Use the child's name frequently.

C. Smile often as you talk with the child.

D. Be quiet and listen and observe at times.

Inservice Training, Session III

I. Had a copy of "Nonverbal Clues" (Appendix P) in each chair. Asked volunteers to work with one other person, completing the "Nonverbal Clues" sheet as they matched the pictures with an appropriate nonverbal message.

II. Talked about examples of nonverbal signals that had been experienced with other people.

III. Played tape that had been prepared that gave information about nonverbal communication in teaching children.

IV. Distributed worksheet for those who wanted to take notes. (Appendix Q)

V. Asked a staff member who uses nonverbal communication in an excellent manner to share how she progressed in this area.

Inservice Training, Session IV

I. Sang "Here We Are Together."

II. Chose an activity that was especially liked and followed directions of the person assigned to lead the activity.

A. Home Living - Dry cereal, pictures of grain fields

B. Block Building - Blocks, pictures of different things made from wood

C. Table Activity for Art - Construction paper, leaf patterns, scissors

D. Table Activity for Puzzles - Wooden puzzles of animals

E. God's Wonders - Baking soda, vinegar, mothballs, jar

III. Related to another person the activity in which the volunteer participated and discussed how the activity might be used to help the child know, feel, and respond to the world that was made for us.

IV. Showed the filmstrip "Learning Activities for Early Childhood." (Gospel Light, Glendale, California)

V. Discussed and evaluated the effectiveness of learning centers.

Inservice Training, Session V

I. Had materials prepared for volunteers to experience a Bulletin Board Learning Center. (Appendix R)

II. Discussed message from transparency:

BULLETIN BOARDS . . .

add interest
and color
and warmth

They enhance teaching
and reinforce concepts
and encourage learning.

They help children feel welcome
and excited about what
they're learning.

BULLETIN BOARDS add to any classroom setting.
And, they can be fun to plan and make.

III. Asked volunteer to choose a bulletin board for which he/she wanted to make a pattern.

IV. Had various bulletin board resources available.

V. Used the supplies from the supply table as patterns were copied for the bulletin board.

VI. Had fun as we planned and worked together.

Inservice Training, Session VI

I. Set up room whereby seven different music activites could be experienced.

II. Decided which activity was of interest, moved to it, and followed directions.

A. Use pictures with music

Materials: Music and Pictures poster
Teaching pictures
Little Ones Sing

Procedure:
1. Read poster
2. Select a teaching picture
3. Find a song appropriate to the picture
4. With a partner, practice using the picture to:
   a. Introduce the song
   b. Reinforce the song

B. Musical puppets

Materials: Books: Easy to Make Crafts, Little Ones Sing, yarn, fabric scraps, tongue depressors, felt pens construction paper, lunch sacks, scissors, glue

Procedure:
1. Select a song you might use with puppets: "My Family", p. 7; "God Made Everything", p. 11; "Bible Story Song", p. 49
2. See pp. 8-12 and 39-41 in Easy to Make Crafts for ideas
3. Make a puppet to use with the song
4. Practice using puppet with the song

C. Flannelboard songs

Materials: Flannelboards
Felt figures (flowers, raindrops, sun, butterflies)
Felt scraps and scissors
Little Ones Sing

Procedure:
1. Select a song to illustrate with the flannelboard: "Wonder Songs", p. 3; "The Color Song" (verses 1 and 4), p. 16; "Two Eyes to See", p. 80; "I Touch", p. 119
2. Make simple figures to illustrate your song
3. Practice song using flannelboard

D. Listening

Materials: Tape recorder and blank tape
Little Ones Sing

Procedure: Work on one or more of these activities:

1. Find objects that can produce interesting sounds. Record these sounds on tape for others to guess.
2. Sing a new version of "Old McDonald": Substitute one of the volunteers for "Mac" and others for the animals. Each person makes up a sound or motion to replace the "moos" and "oinks."
3. Learn a song about ears and hearing: "God Made my Hands" (substitute ears for hands), p. 1; "Raindrops", p. 6; "God Gave Me Eyes", (verse 3) p. 10; "I Will Listen", p. 57; "Listening Ears", p. 141.

E. Rhythm and movement

Materials: Tape recorder
Little Ones Sing
Activity songs tape
Bells and sticks
Creative Movement for the Developing Child

Procedure:
1. Use tambourine and/or sticks with one of the games on pp. 56-57, Creative Movement.
2. Use tambourine and/or sticks and say the "Salamander", p. 20, Creative Movement.
3. Practice singing and moving to "The Trees are Gently Swaying" (on tape). Create new verses. Do the same for "Let Me Show You."

F. Making rhythm instruments

Materials: Equipment Encyclopedia and Little Ones Sing
corn, masking tape, styrofoam or paper cups, paper plates, crayons, paper

Procedure:
1. Read pp. 58-61 in Equipment Encyclopedia.
2. Make an instrument from the resources available.
3. Use the instrument while singing "Together", p. 21 or "I Will Sing", p. 65.

G. Learning to play the autoharp

Materials: Autoharp, instruction sheet
Little Ones Sing
Tape recorder and tape of songs

Procedure:
1. Listen to the tape, following in song book. Then sing with tape.
2. Read the autoharp instructions.
3. Take turns playing the autoharp with songs just learned.

III. Thanked God for the gift of music.

Inservice Training, Session VII

I. Led group in singing "Welcome Song." Had it on transparency.

II. Guided discussion regarding the concept that working with children is never something one person does all alone. It is working in cooperation with others to build a total child.

III. Brainstormed benefits derived from being part of a coordinated team effort.

IV. Used transparency as volunteers called out ways leaders can help support each other more effectively in the following areas:

A. Encouragement. Everyone needs to benefit from being encouraged.

B. Ideas. Everyone needs the stimulation of new ideas and the benefit of another person's point of view in evaluating them.

C. Problem Solving. There are so many benefits of having several people working together to solve problems.

D. United Effort. There are practical benefits of having leaders working toward the same goal.

V. Showed poster with five words that described levels of cooperation.

A. United

B. Encouraging

C. Interested

D. Distant

E. Competitive

VI. Wrote the word on a card that had been distributed that came closest to describing how things are in the preschool and told why.

VII. Administered Evaluation of Inservice Training (Appendix S) and Post Test. (Appendix F)

VIII. Prayed for strength to continue ministering to young children.

Continuation of Volunteer Program

I. Administered Classroom Observation Checklist. (Appendix T)

II. Organized Volunteer/Teacher Fellowship at Children's Fall Festival.

III. Distributed Self Evaluation of Classroom Performance. (Appendix U)

APPENDIX W

ADDITIONAL EVALUATION OF THE PROGRAM

The number of volunteers recruited and maintained for the preschool program was to be an additional indication of the success of the program.

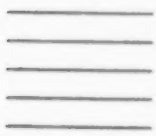
It was the desire of the writer to recruit and maintain at least five volunteers for each of the teachers of the listed classes.

Teacher	Department	Volunteers
A	Two Year Olds	_____
		_____
		_____
		_____
		_____
B	Two Year Olds	_____
		_____
		_____
		_____
		_____
C	Two Year Olds	_____
		_____
		_____
		_____
		_____
D	Two Year Olds	_____
		_____
		_____
		_____
		_____
E	Three Year Olds	_____
		_____
		_____
		_____
		_____
F	Three Year Olds	_____
		_____
		_____
		_____
		_____

G Three Year Olds

H Three Year Olds

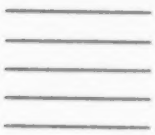
I Three Year Olds



J Four Year Olds

K Four Year Olds

L Four Year Olds



M Four Year Olds

N Four Year Olds

O Four Year Olds

_____
_____
_____
_____
_____

P Four Year Olds

_____
_____
_____
_____
_____

APPENDIX X

ARTICLE IN ST. PETERSBURG TIMES

Living

Thursday, September 25, 1986 St. Petersburg, Florida Section B

Inside

It sounds like a Pinellas County version of the game show *Family Feud* a 116 on the football field when Lakewood and Pinellas Park meet Friday. Story, Page 8-B.

Stephen Koff

Columnist

Enduring lessons by special people

When his mother died on a Monday, a 3-year-old boy stayed home for a few days. That Friday he returned to preschool, and no one mentioned his mother; no one was sure how he would handle the death.

He brought it up on his own to a chum. Lolita P. Schum was sitting in the boy's classroom at Central Christian School when he sidled up to her wheelchair and mumbled something. She didn't understand, so he repeated it: His "cat" was dead.

"And I said, 'If something is dead, tell me about it,' " she recalled, her perky yellow dress brightening up the first-floor hallway where she sat in her wheelchair talking to a visitor.

Her voice was slow and thick, but the 3-year-old understood. And so a 70-year-old woman whose cerebral palsy restricts her use of hands and legs, and whose speech can seem dense and garbled to those who lack the patience to listen, was able to guide a confused 3-year-old through his first public expression of grief.

Lolita Schum has a grandmother's warm face and long gray hair that's parted on the side and combed straight down. She has an angel's heart. While her more mobile contemporaries are home complaining of runny sinuses and headaches, she makes no excuses — the church school asked for volunteers, and Lolita signed up. Asked why, she says simply, "Mainly because they asked me to."

She pauses a moment, and then adds: "I've always liked kids."

Even though kids can be blunt.

"They ask me, 'Why can't you walk,' " she says, "and I've had several of them say, 'Oh, you can't walk.' And I've had several of them say, 'Why can't you talk better?'

"I say, 'Because sometimes I have my foot bandaged and sometimes it hurts my foot.' They wouldn't understand it even if I told them."

But they do understand that someone extra is in the classroom, and that she gets around differently from the way they do.

And ultimately they may realize that it doesn't matter how you get around.

Says Billye Joyce Fine, the church's director of children's education: "So many people say, 'If I could have this, this or this, I would be able to do something for you.' But here are people who say, 'Well, I've got what I need.' "

Betty Whaler, 64, hopes that, by example, she teaches such a lesson to children.

She was stricken with polio just months after her husband died of cancer in 1951. She was 28 and pregnant, and her 14-month-old daughter had been released recently from the hospital after fighting bronchitis.

Betty gave birth to a healthy son seven weeks later. Her daughter died of cancer at age 4½.

But "that's in the past now," she says. "At the time, it was something to deal with, but I've put it all behind me now."

She pursued a successful career as a medical records librarian, and began working as a volunteer in religious classes several years ago. That led to third-grade Sunday school each week, and then to Fridays helping out a first-grade class at Central Christian School this year.

"She really does a variety of things," says first-grade teacher Susan Mierski, "from preparing materials that I use with the children to working individually with children who may need remediation. . . . She's taken groups out and has done special activities. She really adds that touch of personal, individual involvement that you don't get with large groups."

Perhaps children are more honest than adults; at any rate, they let their unbridled curiosity show. They want to know about the wheelchair.

"They're very natural. Sometimes I start out the year and tell them not to worry that they'll end up in a wheelchair. (that) they have the shots," Betty says, he voice soothing, her blue eyes vibrant. "Bu they want to help. They have that instinct."

I asked her if there's a difference between the way these children respond t her and the way other children might. "Yeah," she says "but it's mostly in their parents. They'll say, 'Don't stare,' whereas the children on their own will just come up to me."

She says, "The biggest compliment I could have is when someone forgets I'm in wheelchair."

The children pay the most attention a first. But then they seem to forget it the easiest.

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